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ABSTRACT

As one of a series of reports on the needs assessment activities of PROJECT DESIGN, funded by ESEA Title III, this document contains the findings of research designed to involve a cross-section of Fresno, California citizens in educational planning and to identify educational needs perceived by the "grassroots" of that community. The findings, gathered from reports of small-group discussion sessions, each with an average of seven participants, are specified by frequency of response in the following major categories: (1) Educational activities requiring more or less emphasis, (2) major educational problems, (3) locus of responsibility for teaching moral and ethical values, (4) education for job or career skills, (5) student guidance-counseling programs, (6) minority group and adult education, (7) student activity programs, (8) school-community relationship, (9) strengths and weaknesses of the educational system, and (10) general concerns. The appendix contains copies of instructions given to discussion leaders and three typical summary reports of discussions. A related document is EA 002 824. (JH)

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PROJECT Design

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS

2. SPEAK-UP

A SUB-PROJECT ASSESSING EDUCATIONAL NEEDS AS PERCEIVED BY THE COMMUNITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MAY, 1968

EA 002 823

A TITLE III ELEMENTARY AND SECONDARY EDUCATIONAL ACT EXEMPLARY PROJECT

ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT

ED038744

Project Publication No. 2

S P E A K - U P

Other Project Publications

1. Brainstorm April 1968

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APPRECIATION

The project staff expresses its appreciation to those who participated in sub-project Speak-Up. Our particular thanks is given to those who opened their homes, offered hospitality, guided discussions, and forwarded the findings to us. Many of these concerned leaders have asked to remain anonymous and we respect their request.

A special thank you is due Mrs. Betty Tackett and the leadership of the Fresno City Council of the Parent Teacher Association. Their work in organizing the sessions made this sub-project possible.

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Speak-Up Package Given to Discussion Leaders A

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INTRODUCTION

A problem well-defined
is half solved.
-John Dewey

Sub-project Speak-Up was conducted during February through April 1968 as an integral and basic part of the information gathering process of Interagency Planning for Urban Educational Needs, called Project Design for brevity, a Title III project administered by the Fresno City Unified School District.

Background

In recent years leadership elements in the Fresno Community and the Fresno City Schools have recognized the complex inter-relationship of school and community problems in meeting the diverse needs of citizens throughout Fresno. This recognition focused not only on the desirability, but the paramount necessity, of coordinated planning of various public services. Changing physical factors in urban society, such human factors as poverty, unemployment and discrimination, and factors of limited financial resources and potentially untapped human resources emphasize need for such coordinated planning.

Interagency Planning for Urban Educational Needs was conceived by school leadership personnel as a project to bring under one umbrella the current major problems of the schools, the relationship of the schools to the broader community and its challenges, the impact of educational changes now occuring throughout our nation, and the desirability of capturing a fresh new view of the needs, goals and aspirations of our youth and adults; then to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

A paramount consideration in the application to the United States Office of Education for project funding was the involvement of the community in educational planning. The organization of a Project Advisory Committee bringing together leaders of major community organizations with representatives of city, county and education agencies represents one involvement method. A second is the organization of sub-project "Brainstorm" to identify educational needs as perceived by school staff groups in the Fresno City Schools. A third involvement process is the development of similar discussion groups for youth in each secondary school. Sub-project Speak-Up is a fourth community involvement process in educational planning.

Purposes of Speak-Up

Sub-project Speak-Up was organized to serve both a long-range and an immediate purpose, these being: 1) to initate continuing community participation in educational planning, and 2) to identify educational needs perceived by the "grassroots" of the community, thus providing one of the dimensions in the "Needs Assessment" objective for the first year of the project.

Data Collection Procedure

Several methods of assessing educational needs as perceived by the grassroots community were considered. A questionnaire could have been easily used and would have provided very specific information for statistical analyses. A questionnaire was rejected, however, because of the lack of any depth involvement as a process, and because the data would relate only to those questions which were chosen for inclusion. A market survey was also considered and rejected for similar reasons. The final plan chosen was modeled after a program developed by the Hawaii State Department of Education.

This plan was to use members of many types of community organizations, and other volunteers who were not affiliated with particular organizations, to serve as small group organizers and discussion leaders. Each group was then provided a set of materials including the following: a brief letter of explanation about the program, suggestions for organizing and conducting group discussions, a set of motivating questions for each participant, and a report sheet to be completed and returned to the project staff. The materials provided only loose guidelines and thus allow freedom to gripe or attack particular interests or problem concerns in depth. It was also recognized that the reporting system might fail to include many significant points made but no better system appeared practical. A set of these materials is included in the Appendix.

It was envisioned that each of 74 Parent-Teacher Associations might secure ten members concerned with educational improvement and willing to organize a discussion group of six to eight neighbors. It was suggested that each group include only one person from a family, and that at least half of the group should not be affiliated with PTA in order to provide wide representation of participant types. An average of seven per group for 740 PTA discussion leaders would thus produce a sampling of 5,180 participants.

It was further envisioned that the combination of service clubs, business organizations, labor groups, ethnic groups, churches, and other organizations of the community could produce an equal number of discussion leaders, thereby increasing the sample to exceed 10,000 participants representing varied income levels, age levels, and geographic locations throughout the community served by the Fresno City Schools.

The Parent-Teacher Associations Council brought together a number of unit presidents for the first organization meeting to promote sub-project Speak-Up. Members of the Project Advisory Committee were urged at several meetings to secure discussion leaders. Speak-Up was promoted through the mass media including newspapers, radio and TV. Project staff members spoke to several organizations about participation. One hundred random mailings were sent out to probe this source of participation. A project researcher spent approximately fifteen days in telephone calls to promote and follow-up the organization of discussion groups.

Data Classification

Three teachers analyzed and classified the data received on Speak-Up reports. Dr. Louise Pierce, Marjorie Hinkley and Dale Hewlett all had prior classification experience with sub-project Brainstorm.

Most of the information reported from Speak-Up groups was organized under the original broad questions so these were used as the major classification categories. Sub-categories under each question were added as needed to accommodate information in the reports. Responses on one subject, therefore, may be found scattered under several questions. For example, some vocational responses appear under question 1, identifying where more emphasis should be placed; under question 2, where less emphasis should be placed; and under question 5, relating to the job and career skills. No effort was made to bring these items together because the responses were often in direct relation to the various broad motivating questions used by discussion leaders.

The findings are reported in the next section.

Description of Population Involved

The numbers included in the data presented do not represent accurate totals. Not all the discussion leaders returned accurate data in the categories indicated. Where numbers were given they

have been used. Therefore the numerical data in each case is a minimum number for that description.

Total Involvment: 1,095 Sex: Male 163 Female 820

Age Distribution:	55 or over = 62	Home Owners:	759
	35 to 54 = 531	Non-Home Owners:	88
	19 to 34 = 280	Parents with children 5-18:	758
	less than 19 = 5		

Major Source of Family Income:

Professional, technical	= 306	Private household worker	= 38
Farmer, Farm manager	= 27	Service Worker	= 40
Managers-Proprietors	= 163	Farm Laborer	= 11
Sales	= 79	Laborer, non-farm	= 13
Clerical	= 37	Retired	= 37
Operative	= 23	Other	= 31
Craftsman, foreman	= 49		

Persons participating in "Speak-Up" identified by junior high attendence area.

Addams	= 0
Ahwahnee	= 50
Cooper	= 27
Ft. Miller	= 73
Hamilton	= 62
Irwin	= 43
Kings Canyon	= 66
Longfellow	= 0
Sequoia	= 18
Sierra	= 56
Tenaya	= 138
Tioga	= 119
Washington	= 1
Wawona	= 87
Yosemite	= 46

FINDINGS

Frequency Distribution of all Stated Needs

I. MORE EMPHASIS SHOULD BE PLACED ON:
(Instructional Areas)

A. Curriculum Content:

1. Basic subjects

a.	3 R's - major emphasis on reading	105
b.	Phonics	21
c.	Math elementary level	2
d.	Subjects for non-college bound	1
e.	Spelling	6
f.	Science	3
g.	Expression in writing	2

2. Fine Arts

a.	Music	11
b.	Art	9
c.	Drama	7
d.	Literature	1

3. College Prep Academic

a.	Foreign language	7
b.	Foreign language - non-audio lingual method	3
c.	Advanced lab sciences	3
d.	Higher math	7

4. Socially oriented subjects

a.	Hygiene	1
b.	Sex education	15
c.	Home economics and management	8
d.	World History and affairs	3
e.	Etiquette and behavior	7
f.	Negro History	3
g.	Religion	3
h.	Responsibilities and personal relationships	5
i.	Communicative skills	2
j.	Citizenship	1
k.	Local government	1
l.	Understanding of changing environment and community	1
m.	Beauty in home	1
n.	Psychology	1

5. Vocational

a.	Business classes (typing, shorthand)	6
b.	Practical vocational education	3
c.	Shop wood	5
d.	Shop metal	6
e.	Shop auto	4
f.	Shop (plastic, electrical, etc.)	1
g.	Vocational (general)	4
h.	Cooking	1
i.	Sewing	1

B. Instructional patterns

1.	Ability grouping	13
2.	Grading by ability	2
3.	Flexible scheduling	5
4.	Team teaching	2
5.	Controlled free time	3
6.	How to study	4
7.	More home work	2
8.	The gifted child	1
9.	Effective listening	1
10.	Individualized instruction	2
11.	Freedom of expression	1

C. Philosophy

1.	Discipline and respect for authority	22
2.	Patriotism and pride	15
3.	Consistent curriculum	2
4.	Class size (smaller)	4
5.	Value of education	2
6.	Thinking and reasoning	2
7.	Complete with ones self rather than work for grade	1
8.	Develop individual responsibility	1

D. Personnel

1.	Teacher's competence	9
2.	Teacher training (inquiry method)	2
3.	Administrators (creative, informed)	2
4.	Increase administrator responsibility	10
5.	More counselors	2
6.	Improve school-parent communications	2
7.	Retain good teachers	1

II. LESS EMPHASIS SHOULD BE PLACED ON:
(Instructional Areas)

A. Curriculum Content:

1. Academic (college prep.)

a.	Foreign language on lower level	21
b.	Modern math	4
c.	Physics	1
d.	State and county history	3
e.	Higher math	2
f.	Science	1

2. Fine Arts

a.	Music	7
b.	Art	5

3. Socially oriented courses

a.	Sex education	3
b.	Driver education	3
c.	Folk dancing	2
d.	Current everyday political affairs	1
e.	Social graces	1
f.	Self awareness	1
g.	Photography	1

4. Vocational

a.	Crafts	3

5. Physical education programs

a.	Inter-school team competition (stress sportsmanship)	23
b.	Physical education	33
c.	Team travel	1
d.	Emphasis on physical education grading	1
e.	Emphasis on physical fitness testing	1
f.	Varsity sports	3
g.	Eliminate gang showers for girls	2

B. Curriculum Philosophy

1.	Extracurricular activities	10
2.	Grades	8

3.	Homework	2
4.	Rigid curriculum	6
5.	Remedial work for non-college bound students	2
6.	Recess time	2
7.	More realistic approach to education goals	2
8.	Academic kindergarten	1
9.	Speeding through a course	1
10.	Fact oriented courses	2

III. MAJOR PROBLEMS FACING THE COMMUNITY AND ITS SCHOOLS ARE:

A. Financial:

1.	Need for more schools	38
2.	Overcrowding	46
3.	Lack of money	38
4.	Need of tax reform or bond failure	17
5.	Better use of funds	10
6.	More individual help for students	3
7.	Students assume cost of texts and supplies	2

B. Facilities

1.	Lack of material or equipment	7
2.	Year-round use of schools	7
3.	Should utilize middle school theory (K-4, 5-8, 9-12)	1
4.	Lack of playground facilities	1
5.	School grounds should be closed at night	1

C. Educational operations

1.	Longer class day	6
2.	Poor curriculum content for non-college bound students	7
3.	Need more classes for accelerated	3
4.	More emphasis on constructive activities	4
5.	Duplication of services	1
6.	Reduce class size	2
7.	Failure to provide parental counseling	1
8.	Top heavy administrative salaries	1
9.	Administrator-Teacher communication	1
10.	Uniformity of effort-statewide	1

D. Personnel

1.	Poor quality of teachers	25
2.	More teachers	6
3.	Week-end playground supervision	1
4.	Opposition to tenure	3
5.	Nepotism	1
6.	Lack of authority by administration	2
7.	Encourage gifted teachers to stay in teaching	1

E. Sociological-Community Problem

1.	Accurate instruction in narcotics and drugs	18
2.	Lack of respect for authority	10
3.	Vandalism and delinquency	8
4.	Strengthen discipline	6
5.	Dropouts	4
6.	Education of minorities	4
7.	District of schools	2
8.	Lack of employment possibilities in community	1
9.	Community apathy	3
10.	Master plan needed	1
11.	Too much government control	2
12.	Racial prejudice	3
13.	Narcotics	4
14.	More integration	7
15.	Less integration	4
16.	Opposition to bussing	5
17.	Disinterested parents	17
18.	Poor communications between community and school	9
19.	Family relations (divorce rate) etc.	1

IV. THE RESPONSIBILITY FOR TEACHING MORAL AND ETHICAL VALUES IS:

A. In the Home

1.	Home plays the major role, provides facts, sets examples, defines values	46
2.	Parents provide examples	2

B. In the School

1.	School plays the major role; provides facts, sets examples, defines values	30
2.	School establishes specific patterns of behavior	21
3.	School (teachers) set examples incidental to instruction	19
4.	None	2

C. In the Home and School

1.	School has a major role with parent involvement	14
2.	Cooperative responsibility of home and school	12

V. JOBS OR CAREER SKILLS SHOULD BE LEARNED THROUGH:

A. Apprenticeship Training and Unions	29
B. Legally Instituted Educational Systems or Schools	
1. Public schools (vocational and technical)	73
2. Public high schools or junior high schools	14
3. Junior college terminal courses	6
4. Colleges	3
5. Reserving summer school program for trades	4
6. Special classes in normal high school curriculum	19
7. Continuation high schools	2
8. Private schools	1
C. Community, Non-School Sources	
1. Industrial or business involvement	14
2. Trail and error method in job opportunity	8
D. Scientific Identification or Designation	
1. Aptitude testing	9
2. Identify and separate the college bound and non-college bound at 9th grade	3
3. Elevate status of skills to those academic college bound and encourage skill training	8
E. Miscellaneous Comments	
1. Keep trade training out of high school	5
2. Revise state laws pertaining to wages, graduation, minors etc. This might encourage some to seek skill training.	3
3. More job opportunities for Negroes	1
4. Emphasize value of gaining trade skills	2

VI. THE STUDENT GUIDANCE - COUNSELING PROGRAM SHOULD:

A. Personnel Considerations	
1. Staffing	
a. Expand personnel (lower student-counselor ratio)	25
b. Have teacher assume more important role	6
c. Use nurse more	1
2. Qualifications of personnel	
a. More and better professional training for better qualified counselors	30

b. Guard against too great age difference between counselor and counselee 5
c. Employ more counselors with minority, ethnic background 6

B. Program

1. General

a. Expand and vitalize program 15
b. Place more emphasis on elementary guidance function - detect problems earlier or begin remedial program sooner 35
c. Provide more help in junior high 8
d. More continuity of complete program 7
e. Strengthen communciation between school and home 14
f. Provide personal as well as program guidance 2
g. Follow through on results of previous counseling 1

2. Specifics

a. Provide more individual attention for all students 26
b. Provide more attention for terminal student 9
c. Provide more help for average student 6
d. Allow counselors to be disciplinarians 3
e. Provide more time to help emotionally disturbed 4
f. Revise method of establishing appointments 6
g. Include guidance in study techniques and stress excellence in performance 3
h. Createbetter method of identifying gifted (gifted 150 I.Q.+) 1
i. Better instructional program for gifted 1
j. Rely less on certain tests 1
k. Abandon program entirely 2
l. Work with drop-outs 2
m. Provide more information on scholarships and grants at an earlier age 7
n. "Possible" mandatory conferences 3
o. Provide special encouragment to foreign born and migrant students 1

VII. EDUCATIONAL NEEDS OF MINORITY GROUPS CAN BEST BE SOLVED BY:

A. Community Recognition of its Responsibilities

1. Accepting and understanding them as individuals rather than as a group 18
2. Providing equal job opportunity and training 18
3. Stressing value of education, especially as tied to economics 17

4.	Total integration	2
5.	Understand cultural background and basis for their value systems	2
6.	Church groups	2

B. Minority Group Recognition of its Responsibilities

1.	Respect and have pride in self	17
2.	Provide leaders and work with them in own groups	13
3.	More parent involvement in programs	14
4.	Human relations group to cooperate with school	1

C. School Responsibility

1.	Fitting curriculum to needs of child	23
2.	Establishing counseling service at all levels including adults (bookmobile style to go into community)	10
3.	Discontinuation of bussing	11
4.	Developing area in which child has not previously met failure and can excel	2
5.	Continuing school transfer policy and desegregation	7
6.	Increasing counseling program for minority group at elementary level	1
7.	"Headstart" and other programs that reach minority groups at an early age	10
8.	Providing transportation to schools	3
9.	Hiring more minority teachers	4
10.	Creating boarding schools	1
11.	Improving looks of minority schools	2
12.	Increasing activities and athletics	2
13.	Ensuring that all children should have equal treatment	2
14.	Hiring better teachers, special training	3
15.	Presenting current events relating to Negroes	1
16.	Banning objectionable books	1
17.	Making parents learn same subject as child	1
18.	Training parents	3
19.	Work with parents	2
20.	Establish meaningful communication (two-way)	1
21.	Ungraded classes where grades have little real meaning	1
22.	Provide time for individual help for "slow" students	2
23.	Provide guidance counselors from same ethnic group	1
24.	Stop special favor programs	1

VIII. THE EDUCATIONAL OPPORTUNITIES FOR ADULTS IN THE FRESNO COMMUNITY SHOULD:

A. Curricular Emphasis

1.	Increase vocational emphasis	29
2.	Provide basic education for adults in deprived regions	3
3.	Present college-type curriculum	3
4.	Provide patriotic education for first Americans (citizenship)	1
5.	Dropouts assistance	1
6.	Teach job skills to low income groups	2
7.	Educate parents in underprivileged areas	2
8.	Provide women's physical education classes	1
9.	Cut out frills, concentrate on basic subjects	3

B. General Comments Adult Educational Program

1.	Expand services (location availability and variety)	36
2.	Meet changing needs of community	8
3.	Students should absorb cost	7
4.	School should provide baby sitting service	1
5.	Reduce class size in some curricular areas	1
6.	Combine wherever possible with regular class	1

C. Provide better communication or advertising regarding offerings 6

D. Generalized positive response to present program 40

IX. STUDENT ACTIVITY AND ATHLETICS PROGRAMS SHOULD:

A. General Comments Regarding Both Programs

1.	Be continued, present programs satisfactory	19
2.	Be held before and after school activity only	4
3.	Be de-emphasized	7
4.	Be after school activity only	4
5.	Be balanced	7
6.	De-emphasize after school activities	1
7.	Should include more students	7
8.	Sponsors from community	1
9.	Basic wage scale for teachers should include extra hours	2
10.	Offer more opportunity for girls	1

B. Specific Comments Regarding Athletics Programs

1. Positive comments

a.	Be required of all students	4
b.	Be encouraged	4

c.	Be continued or maintained	5
d.	Emphasize athletics	1
e.	Introduce tennis to elementary school	1
f.	Concentrate more on physical fitness program	4
g.	Encourage participation for all students	9
h.	More emphasis on intra-mural program	1

2. Negative comments - suggested changes

a.	Not use present grading system	4
b.	Be less strenuous for girls	2
c.	Provide less P.E. time (3 days sufficient)	2
d.	Concentrate less on outstanding athletes	10
e.	Measure progressive student achievement	4
f.	Be less physical fitness oriented	1
g.	De-emphasize intramural, intra-school program	12
h.	De-emphasize school versus school competition	2
i.	Not let athletics dominate	13
j.	Beware of extravagant spending in sports facilities	3
k.	Don't waste time on long athletic trips	1
l.	Be made more economical (cut cost here)	6
m.	Grade effort only	2
n.	Not allow athletic programs to be overdone	5
o.	Allow no games on Thursday nights	1
p.	Too much stress on winning	1

C. General Comments Regarding Student Activity Program

1.	Be increased	8
2.	Enlarge club programs	3
3.	Be limited only by ability and desire of students	9
4.	Be started at an earlier age	1
5.	Emphasize citizenship, excellence in behavior, good example and leadership	9
6.	Stimulate self-realization	3
7.	More dances and student activities on Friday and Saturday nights	1
8.	Include all students equally	2
9.	Emphasize cadet corps	1
10.	Have greater supervision	1
11.	Allow no 7 and 8 grade boy-girl dances	2
12.	More field trips	2
13.	Have fewer swimming pools	1

X. THE SCHOOLS' RESPONSIBILITY IN SOLVING COMMUNITY PROBLEMS IS:

A. Citizenship Training

1.	Provide discussion, information, awareness of local problems (specific courses if needed)	31
2.	To develop leadership to solve problems	7
3.	To educate to be constructive as opposed to destructive	7
4.	Discipline, respect for law and order	5
5.	Emphasize patriotism and pride in country	1

B. Community Communications

1.	Increase school-community communications	7
2.	Have friendly principals	1
3.	To cooperate with other agencies in matters involving education	10
4.	To help parents solve community problems	5

C. None

1.	Stick to books	5
2.	Not to try to solve problems of community	15
3.	To place less emphasis on world problems	1
4.	To solve school problems, not community problems	3

D. Solutions

1.	To have closed campuses	1
2.	Teachers set example, within reason	3
3.	Be aware of needs of child and home	1
4.	To keep PTA from becoming too political	2
5.	To hire better teachers	2
6.	To open recreational facilities	1
7.	Encourage health education	2
8.	To teach tolerance	3
9.	To review car policy-restrict those within walking distance	3
10.	To integrate	1
11.	Give special consideration for minorities	1
12.	To use school funds wisely	2
13.	Special training for teachers in community problems	1
14.	To give a good education, teach right from wrong	1

XI. THE RESPONSIBILITY OF THE COMMUNITY FOR EDUCATION IS:

A. Financial

1.	To provide more funds for education program	23
2.	To pass bond issues	17
3.	To provide adequate facilities	14

4.	To study means of school support other than those presently used	12
5.	To provide crossing guards for children's security and welfare	1
6.	To provide higher salaries	4
7.	Utilize facilities to greatest advantage	2

B. Community and personnel responsibility

1.	Provide more active parent involvement	24
2.	Improve communication between parent and school	14
3.	To obtain and maintain best faculty possible	11
4.	To elect responsible board members	6
5.	To support school organizations	6
6.	To cooperate with school authorities	4
7.	To assume more responsibility for welfare of youth	5
8.	To provide health education in home	2
9.	Provide more transportation	1

C. Philosophical Responsibilities

1.	To provide sensible practical policy	7
2.	To insist on best education possible	15
3.	To be aware of problems and needs of school	15
4.	To assume responsibility for curriculum	6
5.	To divorce politics from education	4
6.	To encourage maximum development of individual	2
7.	To attempt to project future growth and needs	1
8.	To maintain control and operation of schools to local level	3
9.	To demand certain standards of students	1
10.	To provide moral support	2
11.	To make students aware of the value of education	1
12.	Provide programs that meet the needs of <u>all</u> students	2
13.	Provide construction criticism	1

XII. THE STRENGTHS OF OUR EDUCATIONAL SYSTEM ARE:

A. Personnel

1.	Classroom teachers	28
2.	Administrators	8
3.	Board of Education	3
4.	Parents and community	4
5.	Youth	1

B. Curricular Program

1.	Kindergarten program	2
2.	Pre-first and pre-second	2
3.	Reading program	3
4.	Phonics	1
5.	Science program	2

6.	Math program	2
7.	Foreign language program in general	3
8.	Headstart programs	1
9.	Speech program	1
10.	Continuation high school	2
11.	Junior college	1
12.	Flexible teaching at Wawona	1
13.	Driver education	1
14.	Introduction of modern materials	6
15.	Ability grouping practices	3
16.	Special classes for handicapped	1
17.	Adult education program	8
18.	Specially instituted programs (narcotics, drugs, etc.)	1
19.	Good curriculum in general, students able to compete with students from other areas	4

C. Philosophical

1.	Ideal of free education	32
2.	Desire to improve program	4
3.	Opportunity to advance	6
4.	Freedom from federal control (state)	4
5.	Academic freedom	1
6.	Equal opportunities for all students	1
7.	Stress student standing on his own	1
8.	Available higher education	2
9.	Neighborhood school philosophy	1
10.	Desire to meet needs not fully met in home	1
11.	Reaching over bright students	1
12.	Emphasis on thinking as opposed to memorizing	1

D. Physical and Operational

1.	Beautiful schools	1
2.	Portable buildings	1
3.	Free materials, books, paper, etc.	1
4.	Good libraries	1
5.	Summer school	1
6.	Salary raises	1
7.	Summer sessions	1
8.	Location of school sites	1

XIII. THE WEAKNESSES OF OUR EDUCATIONAL SYSTEM ARE:

A. Curriculum

1.	Teachers instill alien ideologies	3

2.	Lack of goals and priorities	6
3.	Vocational facilities (lack)	5
4.	Evaluate experimental projects	1
5.	More texts	3
6.	Better programs for mentally retarded	2
7.	Study their teaching of foreign languages	1
8.	Help for slightly handicapped children	2
9.	More study halls	1
10.	Supervised help needed in resource rooms	1
11.	De-emphasize sports	1
12.	Less audio-visual	1
13.	High dropout rate	2
14.	Lack of true student government	1
15.	Poor test results (overall)	1
16.	Curricular rigidity in elementary grades	2
17.	Too many subjects	2
18.	Failure to help minority groups	2
19.	Lack of flexibility to handle migratory students	2
20.	Need statewide testing program	2
21.	Upgrade library	1
22.	Poor sex education	2
23.	Too progressive over emphasis on social concerns	2
24.	Career readiness in junior high	1
25.	Program imbalance - geared to college prep	5
26.	Better scheduling of time	1
27.	Foreign language program	2
28.	Teacher start good examples	2
29.	Student participation in selection of curriculum	1
30.	Evaluation of entire curriculum	1
31.	Creativity is stifled by "hum drum" classes	1
32.	Inadequate achievement in communication skills	2

B. Personnel

1.	Need for more dedicated teachers	16
2.	Poor teaching	26
3.	Lack of adequate teacher screening	5
4.	Salaries too low	7
5.	Teacher tenure	11
6.	Highly paid, inefficient consultants	4
7.	Top heavy maintenance administration	3
8.	Too many physical education majors as administrators	5
9.	In-service training	2
10.	Changing teachers in mid year	1
11.	No atmosphere of caring for each individual	2
12.	Need specialist for elementary education	1
13.	Need Negro coordinator	1
14.	Well educated people do not stay in teaching	1
15.	Not enough men in teaching	1

C. Community Relations

1.	Lack of school-community communications	29
2.	Too few parent-teacher conferences	4
3.	Too many parties in schools	1
4.	Entire public involvement needed at all levels	5
5.	Home work all on one night	2

D. Counseling

1.	Counseling needs more emphasis	3
2.	Lack of counseling in higher grades	3
3.	Separate counseling from discipline	1
4.	Earlier (pre-high school) counseling	1
5.	Ineffective use of test results	2
6.	Lack of information concerning jobs, opportunities	1

E. Facilities

1.	Schools too large	3
2.	Overcrowding	14
3.	Double-sessions	10
4.	Too few classrooms	2
5.	Use basic architectural plans	4
6.	Unwise use of equipment	3
7.	Limited libraries	1
8.	Lack of playground supervision	1
9.	Put all schools on same academic level	2
10.	Need for place to eat lunch	1
11.	Not enough use of present facilities	1
12.	Limited facilities for handicapped	1

F. Finance

1.	Need to reevaluate budget	5
2.	Lack of funds	11
3.	Waste through duplication	3
4.	Uniform teacher salary regardless of district or location	1

G. Administrative Concerns

1.	System of schools, not a school system	4
2.	Teacher's meetings on school time	1
3.	Administrative laxity	7
4.	More local control	3
5.	An informed school board	3

H. Ethical-behavior questions

1.	Profanity in boy's physical education	1
2.	More respect for law and order	5
3.	Weak student control (discipline)	8
4.	Lack of supervision	2

I. Instructional Patterns

1.	Need longer school day	1
2.	Should retain student in grade until he learns	4
3.	Too early entrance for immature students is allowed	2
4.	Grouping in primary grades	1
5.	"Beware" un-graded primary grades	1
6.	Lack of standards for advancement	1
7.	Poor year-round use of school buildings	1
8.	Too many extra activities for teachers	1
9.	Grades and the way they are given	3
10.	Lack of flexibility	2
11.	No recognition for middle groups	1
12.	Need a non-graded program	1
13.	Spoon feeding in elementary grades	1

J. General

1.	Not having much effect on many children	1
2.	Education not applicable to specific jobs	1
3.	Lack of equality between schools	1
4.	Community doesn't back up the schools	1
5.	Not competitive enough	1

XIV. GENERAL CONCERNS

A. Financial

1.	More economies needed	10
2.	Public should be informed of, and should understand budget	2
3.	Funds source needed other than property tax	7
4.	Waste in pilot programs	3
5.	Available monies should be used properly	5
6.	Need law to provide money without vote of people	3
7.	Rising cost	3

B. Administration

1.	Lack of leadership on school board	1
2.	Keep faith, do what you say you will	2
3.	"We can do no wrong" attitude	4
4.	Lack of text books (local or state at fault)	1
5.	Failure to follow through on pilot programs (no results)	1
6.	Unqualified personnel	3
7.	Racial problems	4
8.	Evaluation of administration	1
9.	More administrators from minority groups needed	1

C. Students

1.	Break down of morals and values	6
2.	Student grooming and dress	4
3.	Lack of discipline-too much freedom	13
4.	Enforce gymsuit requirements	1
5.	Open campus (for)	2
6.	Open campus (against)	2
7.	Need tutor system (student teachers after school)	2
8.	Need "Ombudsman"	1
9.	Pressures on students (too much pushing)	6
10.	High dropout rate	2
11.	More and better counseling needed	2
12.	Proper pupil placement according to ability, interests	12
13.	No student paper graders	1
14.	There should be no bussing	3
15.	Not enough emphasis on average students	2
16.	Social promotions shouldn't be allowed	1
17.	Special concern for minorities	3
18.	Lack of individualized attention	5
19.	Mini-skirts	1

D. Teachers

1.	Not secure	2
2.	Poor teachers - do away with tenure	19
3.	Starting salary should attract and support a family man	2
4.	Anti-Mr. Mezzy type	6
5.	More aides and equipment	2
6.	Lack of student interest, help and individual contact	4
7.	Too many Fresno State products - need more diversity	1
8.	Lack of men teachers in upper elementary grades	1
9.	More supervision of student teachers by master teacher	2
10.	Hiring of prejudiced teachers (from South in part)	3
11.	More respect for individuals needed	1
12.	Teachers allowed too much freedom	1
13.	Teachers push too much	1
14.	Attracting dedicated teachers	1

E. Curriculum

1.	Grading not realistic, uniform norms needed	2
2.	Return to phonics, emphasis on 3R's	2
3.	Lack of libraries	2
4.	Need specialized teachers (music, physical education etc.)	2
5.	Need mandatory parent conferences	1
6.	More classes for handicapped, gifted, emotional	4
7.	Mandatory pre-first grade	1
8.	Lack of teacher preparation and therefore effectiveness in new programs such as math	2

9.	Fewer electives allowed	1
10.	Too much emphasis on testing, no follow thru	1
11.	Start early with sex education	4
12.	Need statewide achievement tests	1
13.	Too many boring classes in high school	1
14.	Try to teach too much too fast	1
15.	Too many new programs	1
16.	Use programmed materials where helpful	1
17.	Expand ungraded primary	1

F. Physical

1.	Size of schools and classes	7
2.	More buildings, classrooms	3
3.	Buildings too elaborate	1
4.	Better building plan, use one	4
5.	12 month school (shorten vacation)	6
6.	Longer school hours needed	4
7.	Eliminate double sessions	9
8.	Investigate use of private facilities	1
9.	Need more technological aids	1
10.	Use cafeterias as teaching areas	1
11.	More use of our present building	3

G. Community

1.	Should be more concerned	8
2.	Better communication-teacher, parent, counselor, administrator	16
3.	Freedom of press (headlining break-down of morals etc.)	2
4.	Parent pressures on school	3
5.	Attacks by private schools	2
6.	Should be no support for religious or private schools	1
7.	Should be no religious instruction	3
8.	Can't integrate students into our economic life	
9.	More authority in home	1
10.	Side walks at Edison	1
11.	PTA not needed, social climbing	1
12.	Children should not be bussed	1
13.	Favoritism to minority groups	2

H. Board of Education

1.	Should be educators	1
2.	Should have a Negro member	1

Major Findings

1.	More emphasis should be placed on the basic curriculum, the 3R's, especially reading (I.A.1.a.)	105
2.	Job or career skills should be learned through public vocational or technical schools (V.B.1.)	73
3.	A major problem facing the schools is overcrowding (III.A.2.)	46
4.	The major responsibility for teaching moral and ethical values is in the home (IV.A.1.)	46
5.	There was a general positive response toward our present adult education program (VIII.D.)	40
6.	There is a need for more schools (III.A.1.)	38
7.	Lack of money is a major problem (III.A.3.)	38
8.	We should expand the adult education program both as to variety of offerings and locations (VIII.B.1.)	36
9.	Place more emphasis on elementary guidance function, detect problems earlier, begin remedial programs sooner (VI.B.1.b.)	35
10.	There should be less emphasis on Physical Education (II.A.5.b.)	33
11.	A strength of our educational system is the ideal of free education (XII.C.1.)	32
12.	Schools should provide discussion, information and awareness of local problems (specific courses if needed) (X.A.1.)	31
13.	The major responsibility for teaching moral and ethical values is in the school (IV.B.1.)	30
14.	More and better professional training for counselors (VI.A.2.a.)	30
15.	Adult education should increase vocational emphasis (VIII.A.1.)	29
16.	There is a lack of school-community communication (XIII.C.1.)	29
17.	Job or career skills should be learned through apprenticeship training and unions (on the job) (V.A.)	29
18.	A strength of our present system is the classroom teacher (XII.A.1.)	28

19.	There should be more individual counseling for all students (VI.B.2.a.)	26
20.	A weakness of our system is poor teaching (XIII.B.2.)	26
21.	A major problem facing the school is poor quality teachers (III.D.1.)	25
22.	More counseling personnel needed (VI.A.1.a.)	25
23.	Community should provide more active parent involvement (XI.B.1.)	24
24.	Less emphasis on inter-school team competition (II.A.5.a.)	23
25.	Minority groups should have a curriculum that fits the child (VII.C.1.)	23
26.	Community should provide more funds for education (XI.A.1.)	23
27.	More emphasis should be placed on discipline and respect for authority (I.C.1.)	22
28.	More emphasis should be placed on phonics (I.A.1.b.)	21
29.	Less emphasis should be placed on foreign language in the lower grades (II.A.1.a.)	21
30.	School should establish specific patterns of behavior (IV.B.2.)	21
31.	Teachers should set examples of moral ethical behavior incidental to instruction (IV.B.3.)	19
32.	Jobs or career skills should be taught in special classes as a part of the normal high school curriculum (V.B.6.)	19
33.	Student activity and athletic program should be continued as it is (IX.A.1.)	19
34.	There is a general concern with poor teachers. Do away with tenure (XIV.D.2.)	19
35.	School should provide accurate instruction in narcotics and drugs (III.E.1.)	18
36.	The community should accept and understand members of minority groups as individuals, not as a member of the group (VII.A.1.)	18
37.	Equal job opportunity and training should be available for minority group members (VII.A.2.)	18

38.	A major problem is tax reform and bond failure (III.A.4.)	17
39.	A major problem for schools is disinterested parents (III.E.17.)	17
40.	Minority groups need a stress on the value of education especially as tied to economics (VII.A.3.)	17
41.	Minority groups must develop pride and self respect (VII.B.1.)	17
42.	The community has a responsibility to pass bond issues (XI.A.2.)	17
43.	A weakness of our system is the need for more dedicated teachers (XIII.B.1.)	16
44.	There is a general concern with communication; teacher, parent, counselor, administrator (XIV.G.2.)	16
45.	More emphasis should be placed on sex education (I.A.4.b.)	15
46.	More emphasis should be placed on patriotism and pride (I.C.2.)	15
47.	Counseling program should be expanded, vitalized (VI.B.1.a.)	15
48.	Schools should not try to solve community problems (X.C.2.)	15
49.	Community should insist on best education possible (XI.C.2.)	15
50.	Community should be aware of the problems and needs of the school (XI.C.3.)	15

Response Frequency by Questions Used

1.	More emphasis should be placed on instruction in:	382
2.	Less emphasis should be placed on instruction in:	159
3.	Major problems facing the community and its schools are:	346
4.	The responsibility of the schools to teach moral and ethical values is:	146
5.	Job or career skills should be learned through:	204
6.	The student guidance-counseling program should:	230
7.	The educational needs of minority groups can best be solved by:	199
8.	Educational opportunities for adults in the Fresno community should:	145
9.	Student activity and athletic programs should:	194
10.	The schools responsibility in solving community problems is:	122
11.	The responsibility of the community for education is:	206
12.	The strengths of our educational system are:	152
13.	The weaknesses of our educational system are:	322
14.	What other things about education in our community concern you?	276
	Total	3,083

Discussion Emphasis as Interpreted by Leaders

The following table lists the responses of 114 of 126 leaders who responded to the question of "the subject of most concern" to his group. It should be emphasized that these reported impressions may reflect leader concerns rather than those of the group as a whole.

STAFF

1.	There are not enough qualified, effective, dedicated teachers	12
2.	Teachers should set an example of ethical, moral, patriotic behavior	10
3.	Effectiveness and evaluation, not tenure, for retention or dismissal of teachers	9
4.	More effective screening when hiring teachers	5
5.	Teachers should not encourage dissension	3
6.	Some teachers unfair, derogatory toward students	2
7.	Teachers should individualize instruction	2
8.	Lack of men, too many married women with children teaching	2
9.	Teachers should be limited in how much they express personal opinion	2
10.	Administration lacks creativity	2
11.	Teachers need office hours to meet individual students	1
12.	Teachers should use better up-to-date methods	1
13.	Teachers should allow students to talk more	1
14.	Teacher salaries should be uniform	1
15.	Teachers must not smoke or drink	1
16.	Teachers should have regular parent conferences	1
17.	Teachers should respect and follow notes from parents	1
18.	Board of Education should not use scare tatics to promote tax and bond elections	1
19.	Top heavy administration	1
20.	School administrators should follow the rules	1
21.	Our discussion of school administrators could not be printed	1
22.	Counselors should help <u>all</u> students, not just those who demand special attention.	1
23.	Provide race relations course for staff	1
24.	Information available from tests should be used by entire staff	1
25.	"Ombudsman" should be provided	1
26.	State Superintendent should be appointed, not a politician	1

CURRICULUM

1.	Language arts, reading, writing and speaking need emphasis	13
2.	Should include specific vocational preparation	9
3.	General concern with foreign language	3
4.	General concern with modern math	2
5.	Should include specific courses on behavior and discipline	2
6.	Are we keeping our curriculum up to date?	2
7.	Should recognize that not all students are college bound	2
8.	Should include sex education	2
9.	Should include religion	2
10.	Should include materials on how to study	2

11.	Instruction in early grades is most important	2
12.	Strengthen pre-school program	2
13.	General concern with Physical Education program	1
14.	Uniform curriculum for all schools	1
15.	Too many new programs being tried	1
16.	Should include human relations	1
17.	Must be adjusted to meet changing needs	1
18.	Should include culture of minority groups	1
19.	Includes too many wrong subjects	1
20.	Include use of programmed materials that encourage student to learn as an individual, not as a class member	1
21.	Should include Negro history	1
22.	Should not allow teaching of evolution if it doesn't allow God's word to be taught	1
23.	Provide job experiences	1
24.	Is boring, does not meet pupil needs	1

SCHOOLS

1.	Are too crowded	13
2.	Should not allow poor behavior, enforce strict rules	9
3.	Improve communication with community	8
4.	Should not have double sessions	7
5.	Should provide equal opportunities for <u>all</u> students, not just the college bound	6
6.	Provide firm standards for dress and grooming	6
7.	Need more classrooms	6
8.	Should provide more and better counseling	5
9.	Have classes that are too large	4
10.	Should provide more help for minority groups	4
11.	Should be used more of the time, all year, longer days	3
12.	Push students too fast	2
13.	Should not bus students out of neighborhood	2
14.	Close the grounds when they are not being used for school activities	1
15.	Buildings should be built from uniform plans for sake of economy	1
16.	Lack and loss of buildings	1
17.	Place neighborhood schools close to students	1
18.	Should be smaller	1
19.	Do away with grouping	1
20.	Should not punish by suspension, why reward poor behavior with a holiday	1

STUDENTS

1.	Develop proper moral standards, show respect	3
2.	Should not be passed without meeting specific standards	3
3.	Should realize the value of the education they receive	2
4.	Be treated as individuals, not part of a group	2
5.	Should have a feeling of pride and self respect	2
6.	Should receive individualized instruction	2

7.	All should have equal opportunities	1
8.	Dress properly (mini-skirts?)	1
9.	Discipline has become such a problem that the effectiveness of instruction is reduced	1
10.	Should not be bond salesmen	1
11.	Should be prevented from dropping out	1
12.	Should use time efficiently	1
13.	Should be given more responsibility	1

COMMUNITY

1.	Improve communication with school	6
2.	Should overcome apathetic attitude toward schools	5
3.	Develop positive attitude of school support	3
4.	Concern with integration problems, social and economic	3
5.	Avoid over-emphasis of minority concerns thus ignoring majority concerns	3
6.	Should have total local control	2
7.	Should provide more support, less criticism of teachers	1
8.	Educate minorities so they can help themselves	1
9.	Provide transportation so people can get to school	1
10.	Provide an informed school board	1

FINANCIAL

1.	General concern with high cost of running schools	11
2.	School bonds	5
3.	Will vote for bonds when administration gives evidence of wise spending, lower salaries, no pool, fewer administrators	3
4.	Higher salaries will attract competent staff	2
5.	Adequate tax support must be found	1
6.	Too much money goes into administration and salaries	1
7.	Encourage industrial development to improve tax base	1

PARENTS

1.	Take more interest in childs education	5
2.	Refrain from being hostile to teachers	2
3.	Be more responsive to schools suggestions	2
4.	Expect schools to teach things that should be taught in the home, morals, values, etc.	2
5.	School should provide counseling for parents	1

GENERAL CONCERNS

1.	Lack of discipline, responsible behavior in youth	7
2.	Grades and how they are given	5
3.	Drugs etc.	3
4.	Relationship with minority groups	3
5.	Are special programs really effective? Evaluation	3

6.	People with no children in school show lack of concern	2
7.	Continuity of programs, elementary, junior high, senior high	2
8.	Lack of patrotism	1
9.	Need for quality education	1
10.	The mess at Fresno State	1

CONCLUSIONS

> Many councils have shirked their duty in the area of public policy formulation. It is out of the controversy of democratic process that truth is revealed and public policy developed.
>
> - Robert H. MacRae
> Chicago Community
> Trust

Evaluation of Process

1095 citizens participated in 139 Speak-Up sessions. This was obviously a very shallow response to both the potential and effort in this sub-project. 107 of the groups were organized through P.T.A., three were large minority groups which participated in the organizational phase of the Model Cities program, the other 29 representing a sprinkling of groups arranged through all other community organizations and mass media.

The top section of the summary report form called for the identification of participants by geographic area, sex, age group, head of household's occupational category, home ownership, and parents with children of school age. The minimum space and explanation for this data was not adequate for complete accurate identification of each characteristic for each participant, but a number of generalizations are sufficiently documented. The sample was weighted about three to one through the middle and upper income areas of northern and eastern Fresno as compared to the southern and western sections. About seven of every eight participants were women. Over half of the participants were between ages 35 and 54 with another third between ages 19 and 34. Only five participants were younger than 19 and the remainder were over age 55. Professional and technical workers represented the major source of family income for more than one-third of the participants. Approximately one-fifth of the participants were managers, officials and proprietors. Other major family income sources were represented in the following order: sales; craftsmen and foremen; service workers; private household workers; clerical; retired; other; farmers and farm managers; operatives; non-farm laborers; and farm laborers. It would appear some housewives were categorized as private household workers. About ninety percent of the participants were home owners and the same percentage were parents with children of school ages five through eighteen.

Speak-Up depended upon the leaders of community organizations to secure untrained volunteers willing to organize and conduct discussion groups. The effectiveness of leaders and their sense of responsibility for this particular project could not be assessed.

Sketchy information would indicate that a few used autocratic demands, that some schools have no effective P.T.A., that the response of organization leaders would probably have been stronger had they actually participated in a Speak-Up session prior to helping organize them. It was also suggested after the project that an actual televised demonstration might have built interest and recruited group leaders.

Approximately three times as many sets of discussion leader materials were sent to discussion leaders as the number of reports returned so approximately two-thirds of the potential group leaders failed to organize and conduct Speak-Up sessions and return reports. An intensive telephone follow-up was made by project staff. Contradictory comments indicated both that material was too complicated and that it was written for children. Suggestion was made that some should have been made in Spanish. One organization leader deplored the party appeal idea. It may be presumed that general apathy and the requirement to take action including actual confrontation with neighbors were probably major blocks in translating Speak-Up information into actual discussion sessions.

For those who actually organized and brought groups together the reactions were almost uniformly enthusiastic and positive. Many groups reported that the discussions were very educational and enlighting, several said that such discussion sessions throughout the community should be held every six months. Many leaders could not "turn-off" groups once they had begun discussing schools and educational needs. Very few groups were able to cover all the questions and the questions themselves were broad enough to cover almost all of the topics discussed. The telephone follow-up identified a number of leaders who had conducted sessions and who were reluctant to send in results without "making them neat".

In summary, the project staff concluded that the original premise that citizens of the community are universally concerned about education was sound, but that the problems of developing adequate communications systems for citizens to express, and for school administrators to solicit and evaluate, these concerns yet requires significant experimentation and development.

Interpretation of Data

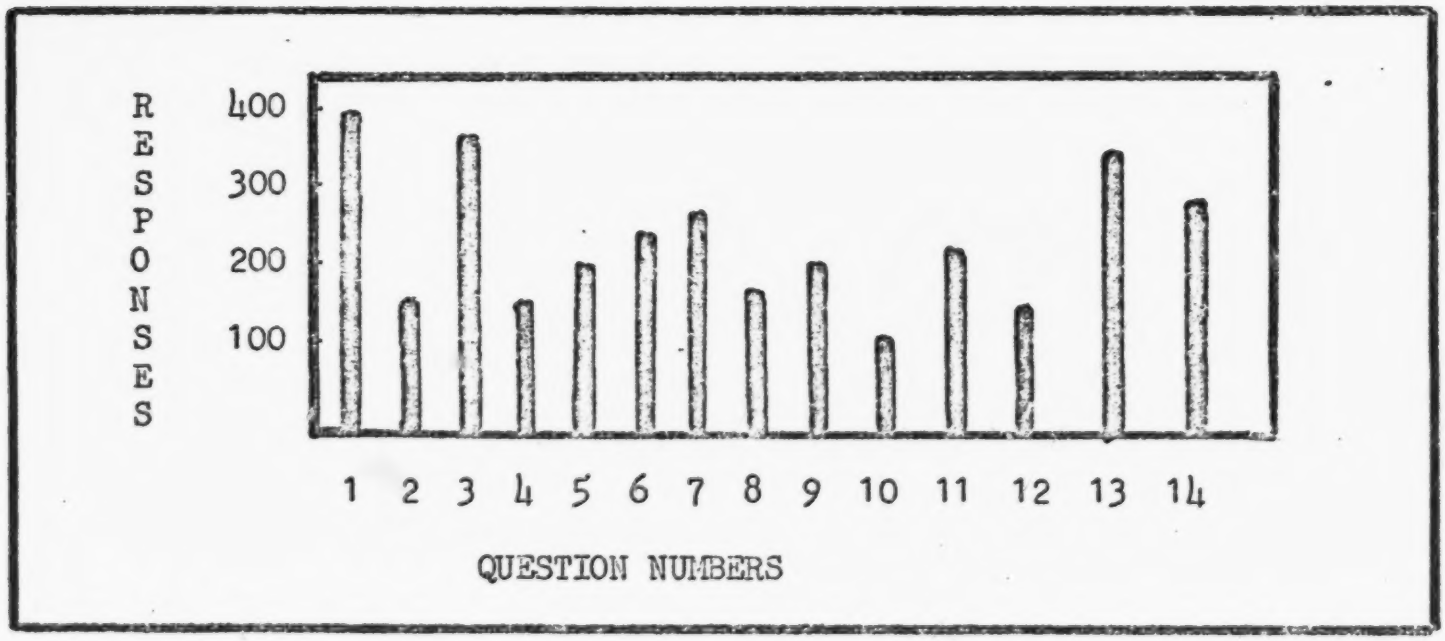
The following interpretation is not meant as a complete evaluation of the data but does serve to illustrate some conclusions that can be inferred.

The data obtained was organized in three ways for the purpose of interpretation: major findings as determined by number of related contributions, discussion emphasis as interpreted by leaders and

frequency of comments related to each of the open-end questions. Two major questions were asked to aid in the interpretation of the data.

One, "Did the sequential arrangement of the summary report form and limited time for meetings weigh the response to the first questions?" Graph number one shows the response per question. On the basis of this data it was felt that the sequence of questions may have had some effect on the response totals but that did not significantly influence the data. It was noted that questions 1, 3, 13 and 14 received the most attention. These are questions that invite negative comment. Questions 2, 8, and 12 either encourage positive responses or allow the participants to express satisfaction with what is presently being done. An example of this is in question 8 where 40 of the 145 responses specifically state that our present program is adequate.

GRAPH I



Two, "Did the needs given in response to questions 1 to 14 really reflect the major concerns of the people involved in the discussion?" In attempting to answer this, leaders were asked to identify the subject that brought about the most concern whether or not it had been recorded as a response to a specific question. These responses were grouped according to the direction indicated by the response. For example, the statements "the administration is top heavy" and "some teachers are unfair" refer to the staff whereas "religion is a must" and "too many wrong subjects" refer to the curriculum. There was a significant difference in the Major Findings that came from questions 1 to 14 and the discussion emphasis as reported by the leader. The largest responses in the Major Findings

catagory related to object-oriented needs such as curriculum, crowded schools or finance concerns. The quality of teaching was item 20. However, according to discussion leaders, concerns for quality teachers and exemplary teacher behavior received as much if not more attention than the curriculum or crowded schools. It appears that in the verbal discussion there was hesitancy to express personnel concerns but that such concerns when expressed had greater intensity. In general it seems that it was easier to discuss things as opposed to people.

In the process of classifying the data certain categories were arbitrarily establish by those doing the classifying. These categories were based on previous experience gained in making similar categories for classifying the results of sub-project "Brainstorm." Any such arrangment of categories will tend to plan emphasis on some aspects of the data and to weaken others. One area of general concern that appeared in slightly different form in several categories was the behavior of students. There is a general feeling that discipline, respect and patriotism are missing. One of the reasons this concern appears in so many categories and yet not at the top of any of them is that there is no consensus as to where the responsibility for directing children's behavior really lies. This conclusion is supported in Frequency Distribution of Stated Needs, item IV; the Major Findings, item 4 and 13; and in the Discussion Emphasis under categories of Staff, (2), Curriculum (5), Schools (2 and 6), Student (1, 8, and 9) Parents (4) and General Concerns (1).

Dissemination and Use of Findings

Initial dissemination of this report will be to the United States Office of Education, the State Department of Education, the Fresno City Schools' Board of Education, the Superintendent's Cabinet, Specialists in the Needs Assessment Task Force, the Project Advisory Committee, the news media, the public libraries and the School of Education at Fresno State College.

Sufficient additional copies will be available for supplying requests of other Title III Projects and for reference use by Task Force II and project staff.

Several uses will be made of this report. First, it will explain the design and results of this innovative process used both to identify educational needs and to extend community involvement in educational planning, from which the reader may subjectively evaluate this technique. A second use will be to extract specific needs statements for purposes of the final report of educational needs which exist in Fresno. A third use will be to extract suggested solutions for consideration in the planning phase because many were offered or implied.

PROJECT DESIGN (Interagency Planning for Urban Educational Needs)
611 Mason Building Fresno, California Phone 486-1401

PROJECT DESIGN is a two year program attempting to assess the educational needs and desires of our community and to develop a long-range master plan of quality education for Fresno's future.

As a part of this program, the Fresno City Schools are interested in finding out what our people really want from their educational system. We know this is a topic close to the hearts of everyone. Schools are discussed everywhere -- on the street corners, at the supermarket checkout stand, at social gatherings. We also know this topic is hard to discuss in large public meetings. In a large meeting it is difficult for everyone to have a chance to really say what he thinks. Recognizing this problem, PROJECT DESIGN is attempting an idea which it feels will tap the true feelings and aspirations of our people.

Most everyone seems to enjoy parties as well as talking about schools. We have decided to put these two elements together to learn what the people of Fresno really would like their schools to accomplish.

The plan is really quite simple. We would like to have you hold a small informal party. Invite a few (six, seven or eight) people to discuss aims and objectives for our public school system. We would like to have you act as a combination host, chairman, and recorder. The questions to be put to the group are intended to touch upon the real feelings of the people of Fresno toward its educational program. Some reactions are bound to be unfavorable, some favorable. Do not feel bound by the items on the question sheet; however, your group may well be concerned about an item not mentioned. If it is, this is what we are concerned about. We don't necessarily want an elegant philosophical discussion -- just some plain, down-to-earth talk about where we should be going with our public schools and what you feel to be principal needs. On the other hand, we don't want these discussions to become merely neighborhood gripe sessions complaining about a particular teacher or the lack of a covered walkway at a certain school. We trust your judgment as a chairman to steer the discussion along constructive lines.

Invite people you know, preferably in your own neighborhood, but don't try to choose people who think alike. It would be helpful to choose people, for instance, who do not have children in the public schools, as well as those who do. If you have been contacted to be a discussion leader as a result of membership in a group please try to have no more than half of those invited from that group. It would also help to provide a broader base of opinions if no more than one member of a family unit attend. A little controversy will make the discussion more interesting. However, we're not asking you to promote a prizefight! Again, use your own good judgment. What we are after is a good lively discussion of what we want our public schools to accomplish, and what the group considers their basic problems to be.

"Speak-Up" is one of the most crucial facets of the total Fresno inter-agency program for education planning; your help will pay dividends for the children of our community.

Enclosed is a discussion leader's guide which will help you to conduct the discussion party. We have found that meetings planned for one to one and one-half hours are most effective.

As chairman you should stay out of the substance of the discussion. Spend your time trying to get the others to express their views. Give everyone a chance to talk.

After the meeting is over (while your spouse is doing the dishes) we would like to have you record your notes on the enclosed form and put it in the stamped addressed envelope and mail it.

We suggest that you contact people for your party by phone. In order to be successful and timely, it will be necessary for each discussion party to be held as soon as possible.

All of the reports will be carefully read and results tabulated. A summary report will be prepared and made public by PROJECT DESIGN.

Cordially yours,

Edward E. Hawkins
Director, PROJECT DESIGN

ew
3/1/68

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PROJECT "SPEAK UP" - DISCUSSION LEADER"S GUIDE

Before the Discussion Party:

1. Telephone the participants early, the very next day after you receive this guide would be best.

2. Try to arrange the date of your party to be as soon as convenient, within a week if possible.

3. Keep the group small, six to eight would be ideal.

4. Plan simple refreshments -- just enough to put them in a talkative mood, not enough to put them asleep.

5. Telephone a reminder of the time and place to the participants the day before the party.

6. Make the seating arrangements informal and simple. Sitting around in a circle or around a table is probably best.

7. Review the report form and the discussion material.

During the Discussion Party:

After everyone has had some refreshments, pass out the two blue sheets. It might help to have the first sheet read aloud. The discussion may even start informally while you are serving. If it doesn't, suggest that each member look over the second sheet and indicate to the group the item that concerns him or her most and if possible, why. The discussion will likely flow from this point.

Try to give everyone a chance to talk. If someone doesn't seem to say much, try asking his opinion of a view expressed by someone else. However, don't force anyone to comment on something he either doesn't know or care about.

Try to steer the discussion away from specific complaints or gripes -- unless they serve to illustrate some general point of concern.

If there is a point that everyone seems to be greatly concerned about, spend extra time on it and make note of it.

Even though discussion materials have been provided, let the participants talk about what they want to talk about. If the conversation lags you might use the materials to prompt discussion of another point of real concern.

There will not be time enough to discuss all questions. Have group select and discuss those they are most interested in, or other topics they choose.

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PROJECT DESIGN
March 1, 1968

As the discussion goes on, make brief notes.

As the session draws to a close, read back your notes to the group. Is this what they really want to say? Allow enough time to set the record straight. If there is a "minority report" make sure it is acknowledged.

Summarize your notes on the report form. You may want to do this while your guests are still present in order to have their help, or you may want to do it after they leave. You will, of course, want to obtain the group composition information while your guests are still present, unless you are quite certain of the information without asking. The summary report need not cover every item on the list -- just those where interest or concern was expressed. The summary report may be written in pencil. It will be easier for you to make corrections and modifications. Our major interest is to get an accurate, complete and representative report turned in quickly, rather than a pretty paper turned in late. However, it does have to be legible in order to be read.

After the Discussion Party:

After your guests leave, complete the Summary Report and put it in the addressed, stamped envelope. Mail it next morning. We do not need the blue topic sheets.

If any of the members of your group would like to help by conducting a SPEAK-UP session, please note his or her name on the report form; we will provide the necessary material.

Your job is done. It will be late by now, so thank you and good night. Your efforts are very much appreciated.

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DISCUSSION GUIDE

FOR PARTICIPANTS IN "SPEAK UP"

1. As the name of this project implies, the main purpose of your being here is to speak up on matters relating to public education in Fresno. Don't be bashful -- tell us what your ideas are, we really want to know.

2. Nothing that you say will be identified with you by name as an individual. The report will be for the whole group. There is provision for a "minority report" if necessary, but it will not be identified with an individual's name.

3. A few hints on how to be an effective participant in this discussion.

   A. SPEAK-UP -- if you have something to say on a topic, let everyone have the benefit of your ideas.

   B. LISTEN -- the ideas being expressed by others may have an effect upon your thinking on a topic.

   C. QUESTION -- if you don't fully understand what a person is saying ask for clarification. Chances are that others in the group don't understand either.

   D. HELP -- if two participants don't seem to understand each other and you think you do, try giving an explanation or an example. You may be able to help both of them.

   E. IF NECESSARY, AGREE TO DISAGREE -- don't be surprised if there are disagreements. If everyone agreed on everything all the time, we wouldn't be having meetings such as this. This is the essence of democracy. If someone disagrees with your idea, don't take it personally.

4. The major questions we are going to discuss at this session concern your feelings about education in Fresno. We have provided a series of open end statements to guide you in your discussion. The areas or items mentioned, however, should not be considered the only possible concerns you might have, nor should you feel you have to discuss them all. If your concerns aren't mentioned, SPEAK-UP!

NOTE - 8 COPIES INCLUDED SO EACH POTENTIAL PARTICIPANT COULD HAVE ONE

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PAGE 6

HOW WOULD YOU COMPLETE THESE STATEMENTS?

1. More emphasis should be placed on instruction in:

2. Less emphasis should be placed on instruction in:

3. Major problems facing the community and its schools are:

4. The responsibility of the schools to teach moral and ethical values is:

5. Job or career skills should be learned through:

6. The student guidance - counseling program should:

7. The educational needs of minority groups can best be solved by:

8. Educational opportunities for adults in the Fresno community should:

9. Student activity and athletic programs should:

10. The schools responsibility in solving community problems is:

11. The responsibility of the community for education is:

12. The strengths of our educational system are:

13. The weaknesses of our educational system are:

14. What other things about education in our community concern you?

NOTE - 8 COPIES INCLUDED SO EACH POTENTIAL PARTICIPANT COULD HAVE ONE

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PAGE 7

"SPEAK-UP" SUMMARY REPORT

We feel it is necessary to ensure that responses of "Speak-Up" meetings represent our community as accurately as possible. We will be helped in doing so if you would indicate the general composition of your group. Please note the number of people in your group, including yourself, who are in each of the categories below:

Junior High School Attendance Areas Represented: _____
(For example, Washington JHS: 4, Hamilton JHS: 3)

Sex: Men___ Women___ Age: Below 19___, 19 to 34___, 35 to 54___, 55 or over___.

Major source of family income:

Professional, Technical___	Sales_____	Private Household Workers___
Farmer, Farm Manager_____	Clerical_____	Service Worker_____
Managers, Officials,	Operative_____	Farm Laborer_____
Proprietors_____	Craftsmen, Foreman___	Laborer, non-farm_____
	Retired_____	Other_____

Home Owners:_____ Non-Homeowners:_____ Parents with children 5-18____

. . . . . .

Please indicate the major concerns or suggestions under each item which was discussed. It would be helpful if items the group agrees upon were noted:

1. More emphasis should be placed on instruction in:

2. Less emphasis should be placed on instruction in:

3. Major problems facing the community and its schools are:

4. The responsibility of the schools to teach moral and ethical values is:

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PAGE 8

5. Job or career skills should be learned through:

6. The student guidance - counseling program should:

7. The educational needs of minority groups can best be solved by:

8. Educational opportunities for adults in the Fresno community should:

9. Student activity and athletic programs should:

10. The schools responsibility in solving community problems is:

11. The responsibility of the community for education is:

12. The strengths of our educational system are:

13. The weaknesses of our educational system are:

14. What other things about education in our community concern you?

FOR LEADER'S REACTION: Which subject of discussion (whether on the blue sheet or not) seemed to bring about most concern during the evening?

Is there a "minority report?" Yes___ No___ If yes, include on the back of this sheet. If you as a discussion leader have ideas you have not had a chance to express, please indicate these also. Use other paper if needed.

Those in the group or in my neighborhood who would like to conduct other Speak-Up sessions:

Name	Address
_____	_____
_____	_____
_____	_____

We need your name and address in case of questions, and to send you a summary of findings from all Speak-Up groups. It will not be given to others for any use outside of this project.

Name of discussion leader_____

Address_____

Phone No._____

"SPEAK-UP" SUMMARY REPORT

We feel it is necessary to ensure that responses of "Speak-Up" meetings represent our community as accurately as possible. We will be helped in doing so if you would indicate the general composition of your group. Please note the number of people in your group, including yourself, who are in each of the categories below:

Junior High School Attendance Areas Represented: Yosemite 3, Sierra 1, Sequoia 1
(For example, Washington JHS: 4, Hamilton JHS: 3)

Sex: Men___ Women 5 Age: Below 19___, 19 to 34___, 35 to 54 5, 55 or over___.

Major source of family income:

Professional, Technical___	Sales_____	Private Household Workers___
Farmer, Farm Manager_____	Clerical_____	Service Worker_____
Managers, Officials, Proprietors 2	Operative_____	Farm Laborer_____
	Craftsmen, Foreman 2	Laborer, non-farm_____
	Retired_____	Other truck driver

Home Owners: 5 Non-Homeowners:_____ Parents with children 5-18 5

. . . . . .

Please indicate the major concerns or suggestions under each item which was discussed. It would be helpful if items the group agrees upon were noted:

1. More emphasis should be placed on instruction in:

   Reading, especially in the lower elementary grades.

2. Less emphasis should be placed on instruction in:

   P. E.

3. Major problems facing the community and its schools are:

   Double sessions, over crowded classrooms, drug problems, undesirable teachers.

4. The responsibility of the schools to teach moral and ethical values is:

   Teachers should set good examples.

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PAGE 1

5. Job or career skills should be learned through:

Vocational training in the high schools.

6. The student guidance - counseling program should:

more personal, possibly more counselors.

7. The educational needs of minority groups can best be solved by:

Hiring more teachers from minority groups or teachers that can speak Spanish. They could communicate better with students and parents of minority groups.

8. Educational opportunities for adults in the Fresno community should:

The group felt that this is handled very well now.

9. Student activity and athletic programs should:

be encouraged. The group felt that if a student is involved in school activities they won't have too much idle time to be getting into trouble.

10. The schools responsibility in solving community problems is:

Informing the people about crowded conditions. Educating students and parents about drugs, glue sniffing etc.

11. The responsibility of the community for education is:

Providing adequate school facilities. Providing adult crossing guards for dangerous school crossings.

12. The strengths of our educational system are:

Dedicated teachers, (but too few of them); specialists that come into the school to present programs, the advanced curriculum of science, math, etc., the students are getting a broader education, use of classroom T.V., use of research equipment, learning to use the library and encyclopedias, etc. The students being able to take tours and visit interesting places.

13. The weaknesses of our educational system are:

Teacher tenure, possibly a better method of hiring teachers.

14. What other things about education in our community concern you?

Teachers should treat the students with respect. The group expressed appreciation of being a ble to express their feelings and concerns.

FOR LEADER'S REACTION: Which subject of discussion (whether on the blue sheet or not) seemed to bring about most concern during the evening?

The parents were quite concerned that some teachers talk to the students in such a way that it does hurt their feelings and their self confidence. Students that are not college material should be trained in high school for a particular trade.

Is there a "minority report?" Yes___ No x__ If yes, include on the back of this sheet. If you as a discussion leader have ideas you have not had a chance to express, please indicate these also. Use other paper if needed.

Those in the group or in my neighborhood who would like to conduct other Speak-Up sessions:

Name	Address
_____	_____
_____	_____
_____	_____

We need your name and address in case of questions, and to send you a summary of findings from all Speak-Up groups. It will not be given to others for any use outside of this project.

Name of discussion leader_____

Address_____

Phone No._____

"SPEAK-UP" SUMMARY REPORT

We feel it is necessary to ensure that responses of "Speak-Up" meetings represent our community as accurately as possible. We will be helped in doing so if you would indicate the general composition of your group. Please note the number of people in your group, including yourself, who are in each of the categories below:

Junior High School Attendance Areas Represented: Tioga Jr. High 7
(For example, Washington JHS: 4, Hamilton JHS: 3)

Sex: Men___ Women x Age: Below 19___, 19 to 34 4, 35 to 54 3, 55 or over___.

Major source of family income:

Professional, Technical x	Sales x	Private Household Workers___
Farmer, Farm Manager___	Clerical___	Service Worker___
Managers, Officials,	Operative___	Farm Laborer___
Proprietors___	Craftsmen, Foreman___	Laborer, non-farm___
	Retired x	Other___

Home Owners: x Non-Homeowners:___ Parents with children 5-18 all

. . . . . .

Please indicate the major concerns or suggestions under each item which was discussed. It would be helpful if items the group agrees upon were noted:

1. More emphasis should be placed on instruction in:

   All participants thought more phonics should be taught and more time spent on spelling. Use of the Amadon System. Penmanship should be stressed more in lower grades to help prepare them for cursive writing. A better musical program, especially instructmental.

2. Less emphasis should be placed on instruction in:

   Nobody came up with anything on this subject. They all seemed satisfied with the present program.

3. Major problems facing the community and its schools are:

   Of course the biggest problem of the community is how to get the School Building Bonds passed. Canals were discussed, decided it was up to parents to educate children.

4. The responsibility of the schools to teach moral and ethical values is:

   Health movies are excellent, more could be accomplished in Secondary schools with outside speakers on various subjects.

5. Job or career skills should be learned through:

Industrial Arts and Homemaking classes in Jr. High and continued on into High School.

6. The student guidance - counseling program should:

be continued as is. It was suggested that parent-teacher conferences be held automatically for all students through 6th grade. Teachers should stay in their rooms for a short time after dismissal for students to receive individual help.

7. The educational needs of minority groups can best be solved by:

These people should show a little more ingenuity and help themselves. Our group is against bussing them across town and several were much opposed to head start as a waste of money and more of a baby sitter than anything else.

8. Educational opportunities for adults in the Fresno community should:

Modern Math class for parents so they know what their kids are talking about. Night school programs are excellent but wish we could have some at Hoover High.

9. Student activity and athletic programs should:

Tennis in Elementary Schools. More field trips for all grades. Why can't we use City School buses for field trips rather than chartering. Physical Education is good.

10. The schools responsibility in solving community problems is:

that we felt that the school should remain neutral but help in getting printed material to the children and also show movies that are educational on activities that are harmful or degrading to the community.

11. The responsibility of the community for education is:

to pass school building bonds, see that our children get the best education possible. To be sure we get good reliable teachers, should be screened.

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12. The strengths of our educational system are:

Good teachers - Good School Board - modern teaching methods

13. The weaknesses of our educational system are:

If we do not have teachers who are dedicated to their occupations then our system is weak.

14. What other things about education in our community concern you?

Believe there should be more mutual respect between students and teachers. Some teachers do not take enough individual attention to students.

FOR LEADER'S REACTION: Which subject of discussion (whether on the blue sheet or not) seemed to bring about most concern during the evening?

Passing of the school bonds and also the hiring of teachers, definately should be screened.

Is there a "minority report?" Yes___ No x If yes, include on the back of this sheet. If you as a discussion leader have ideas you have not had a chance to express, please indicate these also. Use other paper if needed.

Those in the group or in my neighborhood who would like to conduct other Speak-Up sessions:

Name	Address
_____	_____
_____	_____
_____	_____

We need your name and address in case of questions, and to send you a summary of findings from all Speak-Up groups. It will not be given to others for any use outside of this project.

Name of discussion leader _____

Address _____

Phone No. _____

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"SPEAK-UP" SUMMARY REPORT

We feel it is necessary to ensure that responses of "Speak-Up" meetings represent our community as accurately as possible. We will be helped in doing so if you would indicate the general composition of your group. Please note the number of people in your group, including yourself, who are in each of the categories below:

Junior High School Attendance Areas Represented: Irwin 8
(For example, Washington JHS: 4, Hamilton JHS: 3)

Sex: Men 2 Women 6 Age: Below 19___, 19 to 34 x, 35 to 54 x, 55 or over___.

Major source of family income:

Professional, Technical___	Sales___	Private Household Workers x
Farmer, Farm Manager___	Clerical___	Service Worker x
Managers, Officials,	Operative___	Farm Laborer___
Proprietors___	Craftsmen, Foreman___	Laborer, non-farm___
	Retired___	Other x

Home Owners: x Non-Homeowners: x Parents with children 5-18 x

. . . . . .

Please indicate the major concerns or suggestions under each item which was discussed. It would be helpful if items the group agrees upon were noted:

1. More emphasis should be placed on instruction in: Reading, writing and arithmetic. The group felt that tremendous emphasis should be placed primarely on reading, because so many students are unable to read, and comprehend what they have read. Many students graduate from high school and can't read on a sixth grade level.

2. Less emphasis should be placed on instruction in: the non-academic subjects such as music, We feel that an appreciation of the fine arts is necessary to the development of a well-rounded individual, but that such a program should be planned as a before or after school activity so that it does not interfere with the major studies.

3. Major problems facing the community and its schools are:
discipline, crowded classrooms, inadequate facilities and defacto-segregation.

4. The responsibility of the schools to teach moral and ethical values is:
important because the schools do not have enough authority to guide the students. Many students come to school lacking in moral and ethical values, so the school should be able to bridge this gap that well exist between the home and the communities.

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5. Job or career skills should be learned through: trade schools. Those students who are not interested or are unable to fulfill the requirements or demands of an academic schedule should be allowed to attend a vocational school, and specialize in the thing or things which they do best.

6. The student guidance - counseling program should: include more counselors for those students with special problems. The counselor should work with the student and the parent so that both will be aware of the students needs and taught how to cope with them and correct them.

7. The educational needs of minority groups can best be solved by: a thorough understanding of their cultural backgrounds and the basis for their value systems. With this information the groups should be approached on a more individual and personal basis. We should also be better able to communicate with this understanding.

8. Educational opportunities for adults in the Fresno community should: be improved. There should be more adult classes on the west side of town. They should offer a greater variety of subjects other than those necessary to obtain specific degrees.

9. Student activity and athletic programs should: be continued as they are. The group felt that the program was satisfactory. Students need an outlet, and these programs provide it, so long as they do not interfere with the school's academic standing.

10. The schools responsibility in solving community problems is: to teach the students the desired type of community and how the community should function to help each citizen. That each citizen is a part of the community and must contribute to its management and good name.

11. The responsibility of the community for education is: to provide students with excellent schools, teachers and other facilities. They should also help the students to realize how these things can be put to good use, and that this is necessary for the development of future generations.

12. The strengths of our educational system are: that we have a very good curriculum, but it should be broadened to contain more subjects for the gifted and the slow learner.

13. The weaknesses of our educational system are: its inability to teach students to read, and be well-informed citizens. We are in such a hurry to meet the demands of the curriculum that we do not take the necessary time to teach the slower, students to read, as a result they become discipline problems in the upper grades.

14. What other things about education in our community concern you?

The teacher's and principal's hands are tied, so that they can not administer the proper discipline. They should be able to spank the students when it is necessary.

FOR LEADER'S REACTION: Which subject of discussion (whether on the blue sheet or not) seemed to bring about most concern during the evening? The discipline in the schools has become such a problem that the teacher spends too much time in disciplining the students, and not enough in teaching.

Is there a "minority report?" Yes x No___ If yes, include on the back of this sheet. If you as a discussion leader have ideas you have not had a chance to express, please indicate these also. Use other paper if needed.

Those in the group or in my neighborhood who would like to conduct other Speak-Up sessions:

Name	Address
_____	_____
_____	_____
_____	_____

We need your name and address in case of questions, and to send you a summary of findings from all Speak-Up groups. It will not be given to others for any use outside of this project.

Name of discussion leader_____

Address_____

Phone No._____

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Minority Report

The group agreed that defacto segregation could not be solved by busing the better students out to other schools, thus leaving the problem students behind.

We also felt that Edison High should be closed, and not used as a regular high school, but maybe it could be used for offices, storage, or a trade school.

Students should be taught to give their teachers more respect. The teacher should also respect the student as an individual.

END

8-11-70

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